

THE TEACHER MANAGEMENT SYSTEM IN UKRAINE

INSIGHTS AND STRATEGIES

JULY 2025



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INTRODUCTION

This country profile on the teacher management system in Ukraine has been developed by the European Training Foundation under the **Supporting Education Reforms and Skills in the Eastern Partnership (EaP) programme**. It was designed to support the peer-learning event 'Teaching Excellence – Empowering Educators' held in Finland and Estonia in September 2024. The country profile aims to provide insights into the teacher management systems of participating EaP countries, fostering a deeper understanding of the challenges and opportunities encountered in teacher education, teaching workforce management and policymaking.

The profile is structured into three distinct parts.

- **Part 1: Factsheet**
This section provides a comparable and objective overview of the teacher management system, highlighting its key characteristics and operational framework.
- **Part 2: Analysis**
This part offers a narrative assessment of the main challenges within the teacher management chain, supplemented by a list of policy measures aimed at addressing these issues and improving the overall system.
- **Part 3: Key data**
The final section presents fundamental data to provide context and support a nuanced understanding of the teaching workforce, including teacher demographics, qualifications and professional development.

The profiles are developed in collaboration with education experts from each respective country. Consultations with national education authorities have been conducted to verify data, legal frameworks, regulations and policy priorities. This ensures the accuracy and relevance of the information presented, making this publication a valuable resource for policymakers, educators, development partners and other stakeholders engaged in advancing teaching excellence and empowering educators in the countries concerned.

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Part 1. Factsheet

Areas	Topics	Factual information
1. RECRUITMENT AND PREPARATION		
Eligibility criteria <i>Legal requirements for entering the teaching profession (e.g. minimum and maximum age, minimum qualification levels, etc.)</i> Individuals eligible for teaching positions in educational institutions at all levels of education must obtain a pedagogical education, higher education and/or professional qualifications. They must be fluent in the national language (for citizens of Ukraine) or possess sufficient proficiency for communication (for foreigners and stateless persons). Additionally, they must demonstrate moral integrity and have a physical and mental health condition that allows them to perform their professional duties effectively. Teaching positions in early childhood education institutions and general secondary schools require a higher pedagogical education in the relevant specialty and/or a professional teaching qualification. Individuals without prior teaching experience who are hired for positions in general secondary schools must undergo a teaching placement during their first year. The placement should ensure that the trainee teacher improves their professional competencies and pedagogical skills. Teaching positions in VET institutions require at least a bachelor's degree in specialty '015', professional education (by specialisations), other specialties in the field of knowledge, '01', education/pedagogy, or specialties from other fields with a teaching qualification. Additionally, a document certifying a vocational education (with a qualification level one rank higher than that established by the educational programme for VET graduates) is required. Candidates must also possess a personal medical book showing the results of their medical examinations, and must complete training in occupational safety, fire safety, life safety and technical equipment operation rules. Individuals who have not yet been awarded a professional teaching qualification may be appointed to a position for a period of one year. After this period, they may continue in their role if they undergo psychological and pedagogical training and successfully pass the certification process. Teaching positions in higher education institutions require a minimum educational qualification of a master's degree in the relevant specialty. Academic staff member positions can be held by individuals with a science degree or academic qualification, and by those with a master's degree. The statutes of the higher education institution may also establish additional requirements for academic staff positions. The minimum education level required for a teaching position in educational institutions is determined by the qualification requirements for that position. For instance, the position of 'assistant teacher in a preschool education institution' requires a minimum education level of 'junior professional bachelor'. In contrast, to qualify for the position of 'teacher in a general secondary school', a bachelor's degree is required. It is also possible for a candidate to possess an education level that exceeds these minimum qualifications. The conditions for admission to the position of a teacher in institutions of general secondary and vocational education are: a higher pedagogical education, higher education and/or a professional qualification relevant to the teaching profile; fluency in the national language (for citizens of Ukraine) or sufficient proficiency for communication (for foreigners and stateless persons); moral integrity and a physical and mental health condition enabling professional duties to be performed effectively; completion of training		

and knowledge testing on labour protection and fire safety. Teachers in early childhood educational institutions must have a higher pedagogical education, fluency in the national language, and moral integrity and a physical and mental health condition that allows them to perform their professional duties.

The conditions for admission to the position of an academic staff member in higher education institutions are as follows.

- Qualifications required include a science degree or academic qualification, a master's degree, or a specialist educational qualification relevant to the teaching profile. Alternatively, candidates must demonstrate relevant work experience in the field or area of activity corresponding to the teaching profile.
- Qualifications required for assistant, teacher and senior teacher positions include a master's degree (or specialist degree) in the relevant specialty. For associate professor and professor positions, a science degree or academic qualification in the relevant field of knowledge is necessary.
- Completion of training and knowledge testing on labour protection and fire safety.

Recruitment process

Examinations or competitive selection processes, including their frequency, scope of assessment, and evaluation procedures such as assessors, methods, etc.

Ukrainian legislation does not specify the need to hold tests or competitions to filling vacant positions for teachers in early childhood, general secondary and vocational education institutions. Professional qualifications are confirmed by State documents (diplomas). The exception is institutions of higher education, which may establish additional requirements for individuals applying for academic positions. Appointments to these positions are based on the outcomes of competitive selection processes, the procedures for which are approved by the Academic Council of the respective higher education institution. The final decision on hiring teachers of all levels is made by the heads of the educational institutions.

According to the State Employment Centre of Ukraine¹, there is a noticeable imbalance in the country between the demand for teachers (the number of vacancies) and the available supply in the labour market (individuals seeking teaching positions) at various educational levels. For instance, as of 1 July 2024, there were 1 191 applicants for the position of 'General secondary school teacher', while there were only 337 vacancies. The situation was similar for teachers in early childhood education institutions, with 520 applicants for 172 vacant posts. For university teachers, there were 197 applicants for 32 vacant posts. Conversely, there is a shortage of teachers in VET institutions, where there were 46 vacancies and only 31 applicants, and in professional pre-higher education institutions, with 21 vacancies and 16 applicants. In these competitive conditions, preference is given to more highly qualified candidates, such as those with extensive work experience, teaching qualifications, science degrees, publications, and the mentoring of national competition laureates, etc.

Status

Type(s) of contract, probation period, etc.

Teachers at educational institutions of all educational levels are hired under employment contracts in accordance with the Law on Education and with labour legislation. They are hired on fixed-term contracts, lasting up to five years. The legislation does not mandate probation periods for teachers applying to State and municipal educational institutions. Toward the end of the contract, the teacher's performance is evaluated at two levels: at the labour team level (pedagogical council in secondary or VET institution and university academic council) and by the head of the educational institution. The pedagogical/scientific councils assess the teacher's performance based on the position's requirements, any complaints or commendations received, and incentives for quality work. These councils then provide recommendations to the head of the institution who makes the final decision regarding the extension or termination of the contract.

¹ <https://old.dcz.gov.ua/analitics/69>

Contracts of shorter duration (from one year) are offered to teachers at State and municipal educational institutions who have reached retirement age and receive a State pension.

The founders of private and corporate educational institutions of all educational levels can independently establish the procedure for concluding employment contracts, including fixed-term contracts, with employees (teachers). These contracts may also include a probation period.

Pre-service training

Duration, provider and content

Pre-service training to obtain teacher positions in early childhood, secondary, and vocational education institutions can be carried out at various educational levels², including:

- a) Professional pre-higher education – Professional pre-higher education is offered by professional colleges with Level-II accreditation and provides the 'Junior Professional Bachelor' qualification (EQF level 5). The duration of training is four years after completion of the 9th grade of general secondary education, and one to one-and-a-half years after completion of the 11th grade or having attended a VET institution.
- b) Initial level (short cycle) of higher education – A short cycle of higher education is provided by HEIs with Level-III-IV accreditation, leading to the qualification of 'Junior Bachelor' (EQF level 5). The duration of training is two years after completion of the 11th grade of general secondary education.
- c) First (bachelor's) level of higher education – The first (bachelor's) level of higher education is provided by HEIs with Level-IV accreditation, leading to the qualification of 'Bachelor' (EQF level 6). The duration of training is four years after completion of the 11th grade of general secondary education.
- d) Second (master's) level of higher education – the second (master's) level of higher education is provided by HEIs with Level-IV accreditation, leading to the qualification of 'Master' (EQF level 7). The duration of training is one year and four months to two years after obtaining the bachelor's qualification.

For higher education institutions, pre-service teacher training is conducted at the second (master's) level of higher education. For the position of associate professor, pre-service teacher training is conducted at the third (doctoral) level of higher education.

The legislation also provides for some exceptions to the requirements regarding the level of education and qualifications of teachers. It reflects the commitment to ensure flexibility in professional development and the State's efforts to fill existing vacancies. Even if a candidate has not obtained a specific level of education or qualification from an educational institution, they can confirm their qualifications at an independent qualification centre. Furthermore, individuals who have obtained a professional qualification but lack teaching experience can still secure a teacher position, with the requirement to complete a pedagogical internship during their first year in the position.

Pedagogical education (typically acquired at specialised pedagogical universities or comprehensive universities (which usually offer a dual qualification as both a specialist and a teacher) leads to the acquisition of competencies in a specialty (subject specialty, specialisation), pedagogy and psychology. This includes completing pedagogical practice, which is essential for facilitating learning and personality development, including for individuals with special educational needs. It also involves monitoring pedagogical activities, analysing pedagogical experiences, conducting educational assessments, applying educational technologies and teaching methods, and fostering effective interaction among all participants in the educational process.

² The minimum education level required for a teaching position in educational institutions is determined by the qualification requirements for that position. For instance, the position of 'Assistant Teacher in a Preschool Education Institution' requires a minimum education level of 'Junior Professional Bachelor'. In contrast, to qualify for the position of 'Teacher in a General Secondary School', a bachelor's degree is required. It is also possible for a candidate to possess an education level that exceeds these minimum qualifications.

Deployment

Procedures for assigning teachers to specific positions (including location, subject taught, etc.)

In accordance with the legislation, individuals have the freedom to choose the location, educational institution and teaching disciplines/subjects. Teacher deployment is not centrally managed by the government or a national education body. Instead, the number of full-time teacher positions required for each educational institution is regulated at the level of the educational institution's founder – be it the Ministry of Education and Science (MoES) of Ukraine, a territorial community or a regional military administration. The hiring of employees falls under the purview of the head of the educational institution.

The significant shortage of teachers in rural areas and regions near the military contact line underscores the urgent need to implement measures that encourage teachers to work in these disadvantaged areas. However, there are still no State incentives to encourage teacher deployment. In 2024, the public initiative 'Teach for Ukraine' was launched³. This programme is part of the global 'Teach for All' initiative (<https://teachforall.org/>). The initiative invites young people under the age of 35 who hold a bachelor's or master's degree in any specialty. Candidates must have a good command of one of school subjects and be willing to relocate to a rural community for at least two years. A higher pedagogical education is not required. Currently, 26 young people are already teaching in five regions of Ukraine, serving as mentors for more than 7 000 children in small towns and villages.

Another aspect of teacher deployment involves their assignment to subjects based on their area of specialisation. Typically, teachers are assigned to subjects that match the qualifications stated in their diplomas. However, in practice, schools sometimes face shortages in specific subjects. In such cases, teachers may be asked to teach subjects related to their specialisation (e.g. mathematics-physics, chemistry-biology, physical education-defence of the homeland). When this happens, the teacher is required to complete professional development within a year to acquire the necessary qualifications for teaching these additional subjects.

2. CAREER PATHS

Career advancement

Legal requirements for career progression, including opportunities for advancement, promotion criteria, and associated procedures

Career advancement opportunities for teachers are determined by their professional development. Recognition of a teacher's professional achievements and skill enhancement, applicable to *early childhood*, *secondary*, and *VET institutions*, is achieved through attestation or certification, leading to the assignment of a qualification category (Specialist of the Highest Category, Specialist of the First Category, Specialist of the Second Category, and Specialist) or pedagogical title (Methodologist, Teacher-Organiser, Practical Psychologist - Methodologist, Group Leader - Methodologist, Senior Counsellor - Methodologist, Senior Teacher, Senior Educator, and Master of Industrial Training (Category I and II). The consequence of being awarded such a title is an increase in salary level and a potentially stronger likelihood of obtaining a higher position within the institution or a position at another educational institution.

The number of years of experience determines only the amount of the allowance paid to teachers in addition to their basic salary.

³ <https://teachforukraine.org/fellows/>

In *institutions of higher education*, professional development, enhancement of pedagogical skills and academic activities (such as defending a PhD or doctoral thesis) may lead to the award of a science degree (candidate of sciences, PhD, doctor of sciences) and/or an academic title (associate professor, senior researcher, professor). This award results in a higher salary and potentially increases the chances of securing a higher position within the institution or at another educational institution through the competitive selection of candidates.

Experience does not play a crucial role in the career advancement of teachers. The number of years of experience primarily influences the allowance added to their basic salary, rather than their career progression.

In-service professional development

Legal framework for in-service training opportunities, including whether they are optional or compulsory, methods for identifying training needs (needs-based or standardised), frequency and duration, provisions for teacher replacement during training periods, and recognition mechanisms for completed training programmes

The in-service training which is mandatory for teachers of *educational institutions of all levels of education* in Ukraine is regulated by a Decree of the Cabinet of Ministers of Ukraine and may serve as a key criterion in deciding whether to renew or terminate the contract.

The in-service training of teachers is facilitated by the founders and management bodies of educational institutions, within their respective authorities and in accordance with the law. Teachers are required to continuously enhance their qualifications. They may pursue professional development in Ukraine and abroad (except in countries recognised by the Verkhovna Rada of Ukraine as aggressors or occupying states).

Teachers independently select the specific *forms, types, directions, and subjects* for their professional development. Forms may include institutional (full-time, part-time, distance, network), dual, at the workplace and work-based options. The main types of professional development encompass training programmes, participation in seminars, workshops, webinars and internships. Teachers can freely choose the providers for their professional development programmes.

The *scope (duration)* of in-service training for teachers is measured in hours and/or ECTS credits (one ECTS credit equals 30 hours) based on the accumulation system.

The *professional development programme* is approved by the provider (usually by an educational institution, company, training agency or non-governmental organisation providing professional development services) and must include information about its developer(s), name, purpose, direction, content, scope (duration in ECTS credits), form of professional development, and the list of competencies to be improved or acquired (general, professional, etc.). Providers can also create their own programmes based on standard professional development programmes approved by the MES of Ukraine. Upon completion of the training, teachers receive a certificate of professional development that specifies these details.

The *internship programme* is developed for each individual and approved by the provider (usually by an educational institution, company, training agency or non-governmental organisation providing professional development services). Teachers can complete their internships at educational institutions, organisations and enterprises. One day of internship is equivalent to six hours or 0.2 ECTS credits.

The regulation of professional development for teachers varies across different educational levels. Thus, teachers at *early childhood and VET institutions* must improve their qualifications at least once every five years. The scope (duration) cannot be less than 150 hours for five years. Teachers in *general secondary and professional pre-higher education institutions* are required to enhance their qualifications annually. The scope (duration) of professional development must not be less than 120 hours over five years. These requirements are essential for teachers' attestation.

The *primary areas* of professional development (defined at State level) include: enhancing professional competencies such as subject knowledge, professional methods and technologies in education; development of learners' skills aligned with key competencies; understanding of psychological and physiological aspects of students of different age groups, and basics of andragogy; creating safe and inclusive educational environments, focusing on inclusive education practices and providing additional support for children with special educational needs; use ITC and digital technologies in education, encompassing e-learning and ensuring information and cybersecurity; developing digital, communication, inclusive, emotional and ethical competencies; building professional competencies related to mastering the latest production technologies, modern equipment, technology trends and economic sector requirements for employees in vocational education; enhancing management competencies (for heads of educational institutions and their deputies).

Academic staff members of *higher and postgraduate education institutions* are required to enhance their qualifications at least once every five years. The outcomes of their professional development activities are considered during certification and in competitions or contract negotiations for positions. They may undergo professional development within their employing educational institution. The results of this training do not require recognition by the Academic Council. Over a five-year period, academic staff members in higher and postgraduate education institutions must accumulate at least 6 ECTS professional development credits.

Educational activities in the field of professional development for teachers are conducted by providers holding a valid licence. These can be any legal entities or individuals, including individual entrepreneurs⁴, who offer educational services for teachers' professional development. The decision to grant a licence is made by the MoES after reviewing the application and verifying that the applicant's educational process meets the required licensing standards. The outcomes of professional development provided by the licensed institutions or those conducting accredited training programmes do not require additional *recognition or confirmation*. Teachers may be awarded full or partial professional or educational qualifications based on their professional development results. For providers with no State licence for implementing teacher professional development programmes, recognition of teachers' achievements is determined by the decision of the Pedagogical (Scientific) Council for the respective educational institution. In cases when professional development occurs through *informal education (self-education)*, a report detailing the outcomes or creative work, along with the development of an electronic educational resource, is submitted. These documents/resources are published on the websites of the educational institutions where the teachers work or included in the teacher's electronic portfolio.

Certain activities undertaken by teachers (such as participation in academic mobility programmes, self-education, pursuing scientific and higher education degrees, and scientific internships) may be recognised as in-service training. The scope (duration) accrued through participation in academic mobility programmes is credited based on recognised learning outcomes, capped at 30 hours or one ECTS credit per year.

Funding sources for teachers' professional development include State and local budget allocations, funds from individuals and/or legal entities, and other revenues provided by the educational institution. During the period of in-service training, if it is conducted according to an approved plan and does not affect the regular duties of the teacher, the position and average salary of the teacher are maintained. Officially, the teacher continues to perform his/her regular duties (with no reduction in their primary teaching hours), and in-service activities are conducted outside of lesson time. These activities may include observing lessons from more experienced teachers, participating in supervision sessions, writing a research paper and discussing pedagogical practices in professional development sections, among others.

3. PEDAGOGICAL ASPECTS

⁴ Hundreds of licenses have been issued in Ukraine, including to private organisations. A comprehensive list of these licensed entities is available [here](#). Each of these organisations is authorised to conduct teacher training activities.

Teaching rules

Regulations and official teaching hour allocations for multi-subject or multi-grade teaching

Guidelines for practical teaching activities (e.g. internships, laboratory sessions) by education level, including the proportion of total learning hours they comprise

The working time of a teacher in *general secondary and VET institutions* encompasses educational, instructional, methodological and organisational work, and other pedagogical activities as specified by the employment contract and/or job description. For an academic staff member of *higher educational institutions*, it includes educational, methodological, scientific and organisational work. The specific list and scope of work types for teachers are determined by the employment contract, in accordance with the legislation. The specific list of job duties is outlined in the job description, which is approved by the head of the educational institution.

The pedagogical workload for teachers in *early childhood education institutions*, regardless of the subordination, type or form of ownership, is as follows: teacher of a general group – 30 hours per week; teacher of an inclusive or compensatory group – 25 hours; assistant teacher of an inclusive group – 36 hours; social teacher – 40 hours; practical psychologist – 40 hours per week.

The pedagogical activities of a teacher in a *general secondary education institution* include:

1. Activities within the scope of their pedagogical workload, which is 18 teaching hours per week for one tariff grade (without differentiating between types of training – theoretical/practical, subjects and grades).
2. Specific types of pedagogical activities that qualify for additional surcharges, calculated as follows: class leadership (20-25%), checking of students' academic work (10-20%), management of workshops, laboratories, museums, libraries, other structural subdivisions (10-25%), work with inclusive classes (20%), conducting extracurricular work with students (10-40%).

The pedagogical workload is set at 30 hours per week for a teacher assistant in a general secondary education institution and 25 hours per week for a teacher assistant in a special general secondary education institution.

The current legislation does not specifically regulate multi-subject teaching. For teachers who teach multiple subjects, the norms remain the same as those for single-subject teaching

The pedagogical workload for *teachers (professional training instructors, masters of industrial training, industrial training instructors and assistant teachers) in VET institutions* are determined by their teaching workload, as well as by their involvement in extracurricular educational, methodological, organisational and educational activities with students. The maximum allowable teaching workload and extracurricular responsibilities for these roles are set by the central executive body responsible for shaping and implementing State policy in education and science (MoES). This is done in coordination with the central bodies overseeing economic and social development, State financial policy and labour relations. The maximum teaching load for professional training instructors in VET institutions is limited to three hours per day, totalling 720 hours per year. However, for masters of industrial training and assistant teachers, the teaching load is set at seven hours per day, totalling 41 hours per week.

The pedagogical workload for academic staff members in higher education institutions is 36 hours per week (reduced working time) which includes classroom teaching, and conducting research, lab work, and supervising students' research projects (which constitute the scientific and organisational component of a teacher's workload). The maximum number of classroom hours is capped at 600 hours per academic year. The total pedagogical workload does not exceed 1 500 hours per year.

Performance assessment

Rules and procedures for performance assessment or inspections to evaluate the quality of teaching

Attestation serves as the primary tool for assessing performance and/or evaluating the quality of teaching in educational institutions of all levels of education. Attestation of teaching staff involves a systematic approach to comprehensively evaluating their teaching activities. It serves as a tool for *internal quality assurance*.

Attestation can be categorised as regular or extraordinary. *Regular attestation* occurs once every five years. *Extraordinary attestation* may be conducted for purposes such as assigning or revoking a qualification category (tariff grade) and granting or revoking a pedagogical title.

Extraordinary attestation can be initiated by:

- the teacher, based on relevant pedagogical or methodological achievements;
- the head of the institution, if there is a decline in the quality of teacher's pedagogical or methodological work following educational quality monitoring;
- the head of the department of the institution or the Pedagogical (Academic) Council, if there is a decline in the quality of pedagogical or methodological work by the institution's head or deputy head following educational quality monitoring.

The attestation commission's decision that a teacher is unfit for the position may be grounds for their dismissal in accordance with legal requirements.

Decisions regarding the suitability of teachers for their position are based on the following *criteria*:

1. Educational and/or professional qualifications: the teacher's academic background and professional credentials.
2. Performance indicators achieved during the inter-attestation period. These include:
 - adherence to internal labour regulations and compliance with the Law of Ukraine on Education concerning the language of the educational process;
 - maintenance of properly developed educational and/or official (methodical) documentation;
 - active participation in methodological events organised by the institution and various levels of methodological associations (school, inter-school, city, regional, all-Ukrainian) aimed at exchanging pedagogical and/or methodological experience;
 - ongoing professional development;
 - absence of actions or inactions indicating bullying (harassment) of pupils/students, confirmed by proper and admissible evidence;
 - evaluation of the educational process for each academic discipline by students, their parents or other legal representatives through an annual voluntary survey within the framework of internal quality assurance;
 - conducting classes according to a standard (modular) curriculum, using a traditional set of methods, techniques and teaching aids specific to the educational discipline;
 - availability and execution of training sessions based on a self-developed working programme derived from a standard (modular) curriculum;
 - implementation of an original teaching method (techniques, tools, educational technology, etc.) aimed at resolving pedagogical challenges, applying an individualised approach to learners, including inclusive education, with proper methodological justification.

Additional criteria may also be established by the resolutions of the authorities. For example, for teachers of educational institutions in the field of culture, these criteria may include: the number of public performances held by students from the teacher's class, either as solo performers or as part of a group; the creation of original student performances, such as plays or ballets, designed to address educational objectives with appropriate methodological justification, etc.

An evaluation based on the abovementioned criteria is conducted during 'open lessons'. These sessions are observed by a specially appointed commission responsible for carrying out the assessments.

Teacher *certification* serves as a tool for *external quality assurance* in education. It is conducted by the Ukrainian Centre for Educational Quality Assessment and its regional centres. The purpose of certification is to identify and recognise teachers who demonstrate a high level of pedagogical skills, proficiency in competency-based training methods and new educational technologies, and to promote the dissemination of these practices.

Certification consists of three consecutive stages: (1) independent testing⁵ of certification participants; (2) participants' self-assessment; (3) the teachers' practical experience analysis. The certification process can be initiated either by the teacher or by the State. When a teacher aims to advance his/her pedagogical category or obtain a teaching title, they initiate the certification process by themselves and determine its frequency. However, there are instances when teacher certification is mandated at national level. For example, in 2024, the MoES introduced compulsory certification for history teachers in secondary schools.

Certification results are based on the number of points a participant scores in the evaluation of their practical work experience. Participants who meet or exceed the annually determined threshold score receive a certificate. The issuance of a certificate to a pedagogical worker is confirmed by relevant information in the Unified State Electronic Database on Education, which can be verified through the official website. Successful completion of certification is equivalent to passing the regular (or extraordinary) attestation, resulting in either assignment of the next teaching category or confirmation of the existing higher category.

Failure to successfully pass the certification does not affect the teacher's regular (or extraordinary) attestation results, the confirmation or assignment of their pedagogical category, their continuation in the relevant position, or the application of any administrative measures.

4. FINANCING AND GOVERNANCE

Financing

- **Types of teacher contracts:** *full-time, part-time, temporary, permanent, or classifications like civil servants, public servants or contractual staff (e.g. substitute teachers).*
- **Salary structure and progression:** *details of the salary grid and advancement rules based on the type of teacher contract.*
- **Targeted financial incentives:** *special allowances for specific conditions, such as teaching in remote areas, handling multiple subjects or multi-grade classes, working with students with special education needs, or factors related to teachers' family situations.*
- **Recruitment incentives:** *financial measures introduced to attract new teachers, if applicable.*

Fixed-term employment contracts, typically lasting up to five years, are available for teachers across all levels of education. The exact duration of these contracts is set by each educational institution and specified in an order from its head. Currently, permanent employment contracts are not available.

Teachers may hold positions at multiple educational institutions simultaneously. In such cases, a primary employment contract is established with the main institution, and additional part-time contracts are signed for other positions. The total pedagogical workload at these part-time positions cannot exceed 240 hours per year.

Teachers of institutions of all levels of education are compensated through State and/or local budgets, founders' funds, educational institutions' own income, grants, and other legally permitted sources.

⁵ The teacher initiates the certification on a voluntary basis. He/she also determines the frequency. At times, teacher certification is mandated at national level. For example, in 2024, the Ministry of Education and Science of Ukraine introduced compulsory certification for history teachers in secondary schools.

At the State level, it is mandated that the salary of a teacher in a general secondary education institution, with the lowest qualification category, is set at the level of three minimum wages. The salary for each subsequent qualification category is increased by at least 10%. The salary of a teacher in VET institution with the lowest qualification category is set at the level of three minimum wages. According to the draft Law on Vocational Education, this salary will be set at the level of five minimum wages. Information about preschool education is not publicly available.

The base salary for an academic staff member at a higher education institution is set at 25% higher than the salary of a secondary school teacher with the lowest qualification category. Each subsequent salary level for an academic staff member is increased by at least 10% from the previous level.

The salary rates for teachers of State and communal educational institutions of all levels of education are approved by the Cabinet of Ministers of Ukraine. The founder of a private educational institution has the authority to determine the amount and conditions of remuneration and compensation beyond those stipulated by the Law on Education.

In addition to the official salary rate, teachers may receive additional payments for various types of pedagogical activities. For honorary, academic and sports titles, as well as science degrees, teachers are eligible for additional payments of 15-30% of the official salary rate, as determined by legislation. If a teacher is awarded a teaching title, their salary can increase by 10-30%. A similar salary supplement may be provided to teachers who participate in expert groups focused on areas such as improving legislation, developing professional or educational standards, enhancing teaching/assessment methodologies, etc.

After successful certification, teachers receive a monthly supplement equal to 20% of their official salary rate, based on their teaching workload throughout the certificate's validity period.

In accordance with the law, academic staff members at higher educational institutions receive additional compensation for their academic degrees and titles. Moreover, they are eligible for monthly allowances based on their length of scientific and pedagogical service: over three years – 10%; over 10 years – 20%; over 20 years – 30% of their official salary rate.

The Cabinet of Ministers of Ukraine determines the requirements for types of pedagogical activities that qualify for additional payments and salary increases in State and communal educational institutions, along with the amounts, procedures and conditions for establishing such incentives. Educational institutions have the authority, using their own revenue and other lawful sources, to institute additional payments, allowances, bonuses and other forms of incentives for teachers. Founders of private and corporate educational institutions may establish, beyond those stipulated by this Law, the amounts and terms of remuneration, rewards and support for teachers.

Ukraine does not have initiatives at the national level for encouraging young teachers, teachers in remote areas, for accommodating multi teaching, teaching to students with special needs. The responsibility of motivating such teachers largely falls on individual institutions, where solutions such as additional bonuses may be provided by the head of the educational institution. Public initiatives also play a role. Occasionally, the State authorities employ indirect methods to motivate educational institutions to encourage young teachers. For instance, one of the criteria for university accreditation is the proportion of young researchers (under 35 years old) on the faculty staff. This requirement encourages university administrators to implement strategies to attract and retain young academic professionals.

Governance

Mapping of the central institutions playing a role in teacher management

At national level:

1. *The Cabinet of Ministers of Ukraine* (approves State priorities for the training, qualification improvement and retraining of teachers, approves the list of teachers' positions in educational institutions; establishes mechanisms to ensure the rights of teachers).

2. *MoES* (organises the development and approves educational standards for teachers at various educational levels; provides proposals on State priorities for training pedagogical, scientific and scientific-pedagogical workers, including improving their qualifications and retraining; develops and ensures the functioning of the teachers' certification system; creates conditions for teachers' professional development, and approves regulations on teachers' certification centres; approves standard educational programmes, including those for teacher training; approves regulations on teacher certification; establishes the procedures for awarding academic titles to academic staff members in higher education institutions, as well as the procedures for revoking these titles).

3. *The Ukrainian Centre for Educational Quality Assessment (UCEQA)* (provides an external evaluation of teachers' professional competencies).

At regional level:

4. *The Council of Ministers of the Autonomous Republic of Crimea, regional, Kyiv and Sevastopol city State administrations, district State administrations and local self-government bodies* (organise scientific, methodological, individual and financial support for teachers, including their training, retraining, advanced training and certification. They manage the selection, appointment and dismissal of managerial personnel in communal educational institutions, provide social protection, ensure the safety and health of teachers, protect teachers' rights and execute orders related to the training of teachers in educational institutions).

At institutional level:

5. *The head of an educational institution* (has the authority to appoint and dismiss teachers and to determine their functional duties within the scope of the powers granted to them).

6. *The Pedagogical Council*, a collegial and permanent management body in *early childhood, general secondary and VET institutions*, holding extensive authority over teacher management at the institutional level (develops and approves procedures for internal quality assurance, including systems and mechanisms for upholding academic integrity; determines the pedagogical workload of teachers; discusses ways to enhance the qualifications and foster the creative initiative of teachers; approves the annual professional development plan for teachers; reviews reports from teachers undergoing attestation; considers the introduction of best pedagogical practices and innovations into the educational process, as well as teachers' participation in research, experimental and innovative activities; makes decisions regarding recognition and financial support for teachers; evaluates teachers' responsibility for failing to fulfil their duties).

7. *The Academic Council*, the collegial governing body in *institutions of higher education* (defines the system and approves procedures for internal quality assurance; evaluates the scientific and pedagogical activities of structural divisions and academic staff members).

Teacher performance assessment

The primary mechanism for evaluating teachers' performance (for teachers of preschool, secondary and VET institutions), which leads to specific measures for each teacher, is **attestation**⁶.

For *highly performing teachers*, these measures may include the assignment of a first/further qualification category or teaching title. The State defines the following qualification categories (from highest to lowest): Specialist of the Highest Category, Specialist of the First Category, Specialist of the Second Category and Specialist). Pedagogical titles vary depending on the level of education and type of educational institution and include roles such as Methodologist, Teacher-Organiser, Practical Psychologist-Methodologist, Group Leader-Methodologist, Senior Counsellor-Methodologist, Senior Teacher, Senior Educator and Master of Industrial Training (Category I and II).

⁶ The information in the text (sub section) covers teachers from all levels of education, except for teachers in higher educational institutions.

Being assigned a qualification category and/or teaching title leads to an increase in salary level and boosts career advancement opportunities. Of course, successful completion of the attestation is a requisite for the teacher to obtain a new (higher) qualification category.

Attestation results also determine *remedial actions* in cases of poor performance. Individuals may lose their qualification category and/or teaching title as a result of attestation.

The performance of university teachers is assessed based on criteria established by their respective educational institutions. These criteria may include: the number of publications in scientific journals listed in Ukraine's specialised publications register or in international scientometric databases such as Scopus and Web of Science Core Collection; holding patents for inventions or copyright certificates; authorship of textbooks, study guides or monographs; development of educational and methodological manuals for student independent work, electronic courses, lecture notes, workshops, methodological instructions, recommendations or work programmes; successful defence of a dissertation for obtaining a science degree; serving as a scientific advisor to candidates who have earned science degrees; participation in the evaluation of scientific personnel as an official opponent or member of an academic council; leadership of scientific projects or topics; serving as editor-in-chief, member of an editorial board or expert reviewer for scientific publications; or working as a member of the expert council for dissertation reviews of the MoES of Ukraine or as an expert of the National Agency for Quality Assurance in Higher Education, among others. The results of the attestation influence decisions regarding salary increments and the extension or termination of the teacher's contract.

Utilisation of EMIS for teacher management: details the systematic collection of teacher-related information, the scope and methods of data processing, and how the data is utilised at various levels, from schools to the Ministry.

Teacher shortage analysis: examines how teacher gaps are recorded in EMIS, including the consolidation of school-level vacancies into broader datasets.

In Ukraine, the EMIS platform, known as the Unified State Electronic Database on Education, partly serves as a system for teacher management, covering all levels except preschool. In the register of teachers, there is anonymised information about teachers, including the name of the educational institution where the teacher/academic staff member is employed, documents pertaining to science degrees and academic titles, qualification category, teaching title, certification information, position, employment status (primary position or concurrent position), seniority in scientific and scientific-pedagogical activities, and commencement date of seniority.

Another EMIS platform that includes teacher management functions within the secondary general education, is the 'Automated Information Complex of Educational Management'. The platform covers the general secondary education level and is currently under development, with the primary objective of transitioning to electronic document management. This includes reporting, communication, notifications, surveys, voting and real-time data collection to optimise business processes across early childhood, general secondary, extracurricular and VET education, as well as local and regional education administrations. These efforts aim to enhance the reliability of educational statistics and administrative information, facilitating improved management decisions. Specifically, it will aid in allocating educational subsidies and other budgetary funds more effectively, while also laying the groundwork for reducing bureaucratic processes by phasing out paper documentation.

Information about vacancies in vocational education institutions is partially available on the 'Partner Space 015' portal ([link here](#)). This portal was developed through the Erasmus+ PAGOSTE project. However, the platform currently lacks consolidated information on available vacancies.

Part 2: Analysis

What challenges does the country face throughout the teacher management chain? (e.g. what challenges are in: setting clear expectations for teachers; attracting the best candidates into teaching; preparing teachers with useful training and experience; matching teachers' skills with students' needs; leading teachers with strong principles; monitoring teaching and learning; supporting teachers to improve instruction; motivating teachers to perform, etc.)	What measures have been implemented or are planned to address these challenges? (e.g. incentives/programmes to increase the attractiveness of the teaching profession, particularly in marginalised or rural areas, or for specific subjects with a high need for teachers, etc.; incentives/programmes to increase teacher quality through training/certification processes, etc.)
PRIMARY AND SECONDARY EDUCATION	
Russia's war of aggression against Ukraine has caused unprecedented damage to the Ukrainian education sector. The war has disrupted the education process, leaving millions of children without access to high-quality and safe learning environments. According to the Ministry of Education and Science of Ukraine, 3 798 educational institutions have been damaged by Russian rocket and artillery attacks, of which 365 have been destroyed completely. According to a 2023 UNICEF report, 5.3 million Ukrainian children faced barriers to education, with an estimated 3.6 million directly affected by school closures. Not having time to recover from the global COVID-19 pandemic and compensate for educational losses, Ukrainian education faced a new challenge – war. With some experience in distance teaching and learning since 2020, teachers have now faced other severe difficulties, including air raids, insecurity, displacement of teachers, students and even educational institutions, occupation, war trauma, stress and anxiety. After two years of full-scale war, Ukrainian schools are adapting to wartime conditions and finding solutions to continue the education process. According to the State Service for Education Quality, in the 2023-2024 school year, most schools returned to face-to-face learning – 53%. Another 19% were forced to	To prevent teacher shortages and to ensure continuity in education, amendments to the Education Law were implemented, safeguarding the rights of students and teachers during the martial law. In particular, pupils and students who travelled away from home were permitted to continue their education both in Ukraine and from abroad. At the same time, teachers were guaranteed an average salary, job security and the possibility to work from their temporary residence at any location, including from abroad. Additional research is needed to understand how this rule is working in practice after two years of full-scale war, when over half of educational institutions have returned to in-person teaching. Some educational institutions, guided by Resolution 481 of the Cabinet of Ministers of Ukraine of 26 April 2022, terminated contracts with teaching staff who were abroad. The Resolution states that if a State (public) employer cannot organise remote working and an employee does not show up at the workplace, the employment relationship with the employee can be terminated. Due to Covid-19 restrictions and the challenges of distance learning, in 2021 the MoES launched a national programme called 'Laptop for every teacher'. By the end of 2021, over 60 000 teachers had received personal laptops. The escalation of the war and massive displacement increased the demand for the computerisation of teachers and students.

continue working remotely for security reasons, and 28% chose a mixed mode (a combination of online and offline classes).

Learning modes vary significantly by region. Almost 100% of rural schools and over half of urban schools in the Eastern regions conduct remote classes synchronously or asynchronously, while over three-quarters of all schools in the Western regions operate offline.

According to the national teacher survey 'War and Education' (n=1141) conducted by the International Charitable Foundation, savED, almost every second teacher (44%) states that teachers' workloads have increased compared to before 24 February 2022. A reduction in workload was noted by 12% of teachers, and 44% expressed that 'nothing had changed'. In the frontline regions, 87% of teachers mentioned a higher workload. According to teaching staff across Ukraine, the main reasons for the workload increase are: more time has to be spent on preparing for lessons in blended/online mode; the need to allocate time for psycho-emotional support of students; additional workload due to security challenges; a reduction in personal performance due to the teacher's psycho-emotional state.

Due to the shift towards remote learning, the computerisation of education is crucial. There has been a positive trend in the computerisation of teachers. The percentage of teachers without a computer in the workplace decreased from 25% in 2023 to 22% in 2024. However, 32% of teachers in rural areas and 19% of teachers in urban areas still do not have access to a work computer; 55% of teachers have their own computer at home, 37% have to share their computer with other family members, and 8% do not have a home computer at all.

Teachers still lack digital knowledge and skills. According to a survey conducted in 2023 by the Institute of Digitisation of Education at the National Academy of Pedagogical Sciences, 19.8% of school teachers can search and evaluate information at professional-user level, 45.6% can do it as independent users, and every third teacher has only a basic level in these skills. The important skill of creating digital content is at basic level for most teachers (62.2%); one-third (33.3%) of teachers are at independent-content-creator level, and only 4.5% can use different digital content tools at professional level. Despite the significant demand for the digitalisation of education since the COVID-19 pandemic period,

To increase the attractiveness of the teaching profession in rural areas, the MoES partnered with an NGO to create the 'Teach for Ukraine' leadership programme in 2017. The programme offers fellowship support, covering housing and living expenses, as well as training for university graduates interested in teaching for a two-year period in rural schools. While it is still operational, the programme is relatively small in scale, supporting only a few dozen educators annually. The PISA 2022 results revealed a noticeable gap in academic achievement between rural and urban students in all tested subjects. In 2018, the difference in performance between rural and urban students was 2.5 years, but in 2022, it had widened alarmingly to a 4.5-year gap.

Taking into account the low academic achievements of rural students and the challenges of organising an effective educational process in small schools (with issues such as merged classes of students of different ages, a lack of teachers, teachers having to teach subjects other than their specialisms, and a lack of equipment), the MoES decided to stop financing schools with less than 60 students by September 2026, excluding primary school classes. Eventually, these schools, covering grades 5-11, will be closed or will be financed by local communities. At the same time, all school-age children will be added to the calculation of the educational subsidy for each community. That means that the community will receive funds for educating the children but will not be able to spend these funds on small schools. Local authorities will need to either transport students to the larger hub schools or cover teacher's salaries from local budgets. A hub school is a school to which children are brought from different settlements at a distance of up to 30 kilometres. Hub schools are bigger, have more teachers and are better equipped. There must be a teacher to accompany children travelling to a hub school. In 2023, 450 school buses were bought for the purpose of this reform. Should local government decide not to fund the operations of an understaffed school, teachers can be employed at hub schools with transportation provided.

One of the key education reforms is the New Ukrainian school (NUS) reform – a comprehensive modernisation initiative aimed at improving the primary and secondary education systems in Ukraine. The implementation of the reform began in 2017, with a focus on primary schools from 2017 to 2021 and was then expanded to the secondary education system. It prioritises the development of critical thinking, creativity and adaptability among students through competence-based and student-

many teachers, especially in rural areas, have poorer digital skills than their students.

The latest PISA results in 2022 confirmed a significant disparity in the quality of education between rural and urban schools. Similar results are shown by ZNO (NMT): in 2023, the average Ukrainian language score of students from rural areas was more than 6 points lower than that of students from urban areas; for mathematics, the difference was more than 8 points; and for Ukrainian history it was almost 3 points lower (out of 200 points for each subject). The results of pupils from villages in other optional subjects are also lower. This may be attributed to inadequate teaching facilities, fewer professional opportunities for rural school teachers, and a shortage of teachers for certain subjects in rural schools. Statistics reveal that 18% of rural teachers are responsible for teaching three or more subjects, while among urban teachers, this percentage is three times less (5.7%)⁷.

Russia's invasion of Ukraine is forcing the Ukrainian government to implement austerity measures in the education sector as defence spending increases. In 2023, the education budget was lowered by 20% compared to 2022. In 2024, the budget was raised to the 2022 level, which, taking into account inflation, rising prices, the displacement of teachers, a higher workload and stress, is not enough to support teachers financially.

Low salaries, compared to other professions, make teaching a less attractive career choice. In the first quarter of 2024, the average monthly salary for educators was UAH 14 802 (EUR 320), which was 22% lower than the average salary across other economic sectors (UAH 18 903, or EUR 420).

According to the national survey, in 2024, the vast majority of teaching and administration staff – 75% and 73% – claim that the primary type of support that teachers need is an increase in their salaries.

The teaching profession attracts fewer high-achieving students due to low financial compensation and lack of prestige. In 2019, the average admission grades for teaching specialties ranged from 110 to 138 out of 200, while in

centred approaches. The reform has introduced a 12-year school cycle with a specialised upper secondary programme. Implementation involves further curriculum updates, teacher training and infrastructure improvements. The aim of the 'New Ukrainian School' programme is to ensure that all children in the country have access to quality education, are given a fair chance to become the best version of themselves and become successful, responsible, united and resilient citizens able to contribute to the development of Ukraine. The war with Russia has, however, caused major challenges and jeopardised the progress of the reform.

Various international programmes and Ukrainian NGOs provide professional support to teachers. Some of the most active and well-known are EdCamp, SavEd, SmartOsvita, Osvitoria, the Ukrainian Step by Step Foundation. They develop teaching and training programmes, online courses, set up teachers awards, and influence education policy and reforms. In recent years, these initiatives have become more sustainable and institutionalised, actively partnering with the MoES.

There is currently no State-level programme for providing psychosocial support to teachers, despite the high demand for such a service. The MoES has created an online course for teachers on providing psychological assistance to students, but teachers' requests for support have not been fulfilled.

⁷ This is data from the Ministry of Education and Science's official response to the information request for year of 2023.

comparison, top specialties like international law had an average admission grade of 194. This situation leads to a cycle where graduates with lower passing scores often choose to pursue teaching careers, creating a perception that teaching is less desirable compared to other fields. War has shifted teachers' professional development needs from being methodological or instructional support to psychological support. In regions close to the frontline, teachers especially need training to prevent professional burnout, MHPSS, mine security, medical first aid, etc. Overall, over one-third of teachers need psychological support for themselves.	
HIGHER EDUCATION	
In recent years, Ukraine has faced a crisis in first-class higher education, shifting towards universal access with low student selectivity. Approximately 85% of Ukrainian school leavers go into higher education immediately after school, contributing to its declining prestige and underscoring the lack of high-quality alternatives (e.g. vocational education). This trend is exacerbated by a sharp decline in the number of school graduates, from 640 000 in 2008 to around 360 000 in 2023, with further decreases projected due to demographic trends and the ongoing war. By 2033, the number of graduates could drop to around 300 000, even assuming the return of territories currently outside the Ukrainian government's control. Similarly, the average number of students per university has decreased significantly, from 6 700 in 2008 to 3 400 in 2021, despite the reduction in the number of universities from 350 in 2008 to 300 in 2021. The trend suggests that the student population is continuing to shrink. One of the significant deficiencies in the higher education system is its disconnection from the labour market. About 70% of Ukrainian students attend university, but their studies often do not align with the country's economic needs (Hevko, Borysov 2020). Despite Ukraine's strengths in STEM fields, many students still choose law and economics. As education abroad becomes more popular, more Ukrainian graduates with foreign diplomas enter the workforce, making labour market alignment crucial for education reform (Yemelianova,	Urgent measures need to be taken to tackle the decrease in the number of students. In 2023, the MoES announced a plan to reform and modernise higher education institutions by merging them and reducing their number to 100. The goal is to increase the cost efficiency, quality and funding of universities. The reform is encountering debates and resistance from HEIs that have to merge as they are afraid of losing their staff and institutional autonomy. Some universities have managed to appeal and remain independent. The MoES argues that the reform benefits everyone and acknowledges that the process requires dialogue and the mutual agreement of HEIs. One month after the introduction of martial law, on 24 March 2022, the Ukrainian parliament adopted a law introducing a new HEI admission procedure. This simplified procedure made it possible to enrol in undergraduate programmes upon completion of the online national multidisciplinary test (NMT) rather than the paper-based external independent testing (EIT). The procedure expanded entry opportunities for individuals from territories where there are active hostilities or nearby settlements. Furthermore, to give school graduates who were forced to move abroad a chance to enter Ukrainian HEIs, temporary examination centres were established in 46 cities in 26 countries, allowing 23 098 young people to take the NMT. Likewise, paper-based admission tests for master programmes were replaced with digital testing in 2022 and 2023.

Tereshchenko, 2020, pp. 10-11). University-business links are weak, with employers and students exerting little influence on academic programmes.

The full-scale war has had a significant negative impact on higher education. The level of public funding for higher education went down by 10% in 2022. In 2022 and 2023, the MoES did not distribute performance-based funding, a policy instrument which had been introduced in Ukraine in 2019. The lack of funding for research activities at HEIs is considerable. In 2023, the MoES cut funding for fundamental (by nearly 60%) and applied research, scientific and technical development (by nearly 70%), and all research by young scientists (by nearly 80%).

One of the major challenges facing higher education is retaining and bringing back the human capital of academic staff who fled abroad or were displaced due to the Russian invasion. While some university professors have shifted to entirely new professions, others have secured positions or research opportunities at foreign universities or research institutes. Some are willing to continue teaching online for Ukrainian universities but are unable to return in person. However, this option remains problematic, as Ukrainian salaries are less competitive while the workload remains unchanged. Additionally, many Ukrainian universities that have resumed face-to-face teaching have offered returning lecturers and academics full-time positions, often without the option of remote teaching. Many have declined these offers, as their personal circumstances prevent them from being physically present. As a result, the Ukrainian higher education system has already lost hundreds of qualified specialists and faces a serious risk of large-scale human capital flight.

Part 3: Key data

Table Title

Indicator	Education level	2014/15	2018/19	2023/24
Number of teachers	Early Education	133 678	137 688	118 425
	Primary Education	90 735	93 428	74 921
	Secondary Education	202 464	194 179	166 548
	VET	43 316	33 908	28 056
	Higher Education	137 993	127 034	115 141
Share of female teachers	Early Education	M.D.	98.6% (135760 out of 137688)	98.9% (117122 out of 118425)
	Primary Education	98.8% (89646 out of 90735)	98.9% (92400 out of 93428)	99.3 (74396 out of 74921)
	Secondary Education	88.5% (179180 out of 202464)	88.9% (172625 out of 194179)	88.7% (147728 out of 166548)
	VET	M.D.	M.D.	58.3% (16356 out of 28056)

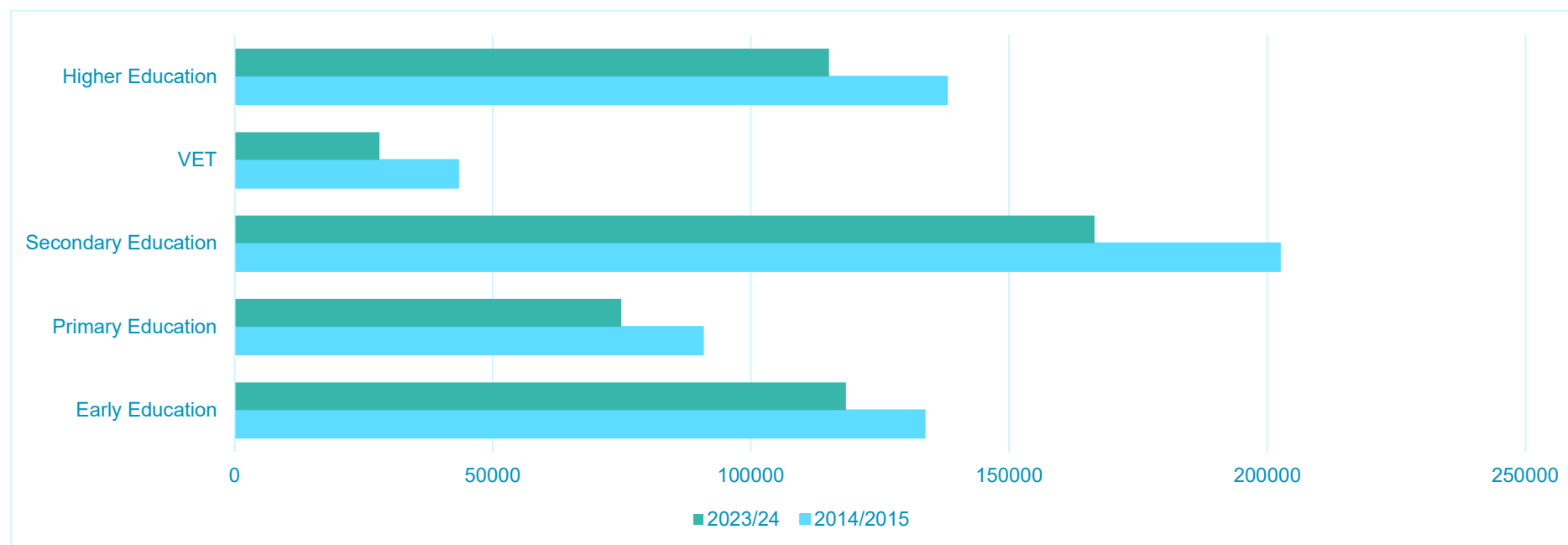
	Higher Education	M.D.	M.D.	58.6% (67472 out of 115141)
Share of teachers in rural areas	Early Education	M.D.	26.1% (35936 out of 137688)	24.6% (29132 out of 118425)
	Primary Education	51.5% (46728 out of 90735)	47% (43911 out of 93428)	44.3% (33190 out of 74921)
	Secondary Education	46.6% (94348 out of 202464)	43.1% (83691 out of 194179)	39.1% (65120 out of 166548)
Share of teachers for children with special education needs (SEN) on the total of teachers	Early Education	M.D.	0.8%	4.7%
	Primary and Secondary Education	0.6%	2.4%	9.8%
Average student-teacher ratio	Early Education	M.D.	9.3	7.3
	Primary Education	M.D.	NA	18.7
	Secondary Education	M.D.	NA	15.1
	VET	M.D.	7.3	8
	Higher Education	M.D.	10.4	10
Average teacher salary relative to the minimum salary		78,9% (2745 Ukrainian hryvnia)	80.4% (6412 Ukrainian hryvnia)	66.9% (12649 Ukrainian hryvnia)

Share of education budget dedicated to teacher-related expenditure (incl. salaries, training, etc.)		54%	56.6%	57.6%
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Table source:

MoES, State Statics Service of Ukraine <https://mon.gov.ua/static-objects/mon/sites/1/zagalna%20serednya/serpneva-konferencia/2020/metod-zbirka-osvita-ta-covid-2020.pdf>

Number of teachers by level of education



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- <https://www.unicef.org/ukraine/press-releases> 5.3 мільйона дітей в Україні обмежені в доступі до освіти, попереджає ЮНІСЕФ (in English: 5.3 million children are limited in their access to education, UNICEF warns)
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#StrongerTogether